



# Meet The Teacher Year Three

September 2023



# Year 3: Meet the Teachers

## **3A**

Miss Allen

Mrs Pratchett (support staff)

## **3OM**

Miss O'Sullivan (Teacher - Monday - Wednesday)

Mrs Manly (Teacher - Thursday - Friday)

Mrs Minaoui (support staff)



# Useful Information

## PE

Please ensure your child has their PE kit in school every day.

3A – Wednesday and Friday

3OM – Wednesday and Thursday

Please could ALL uniform (including PE kit) be named with your child's surname or initials. This means it is more likely to be returned if it is misplaced.

## Water Bottles

Can be brought in each day.

They need to be labelled with a name and taken home at the end of each day.

# School Rules and Values

**Fantastic  
Walking**



**Legendary  
Lines**

**Recognition Board**

Autumn 1 <b>Kindness</b>	Spring 1 <b>Friendship</b>	Summer 1 <b>Truth and Honesty</b>
Autumn 2 <b>Respect</b>	Spring 2 <b>Courage and Determination</b>	Summer 2 <b>Trust</b>

# What learning looks like in Year 3

Our classroom ethos is about have a positive, growth mindset.

Good mistakes are a part of learning and we will become comfortable with the feeling of challenge. We will persevere through challenges and always ask for help when we need it.

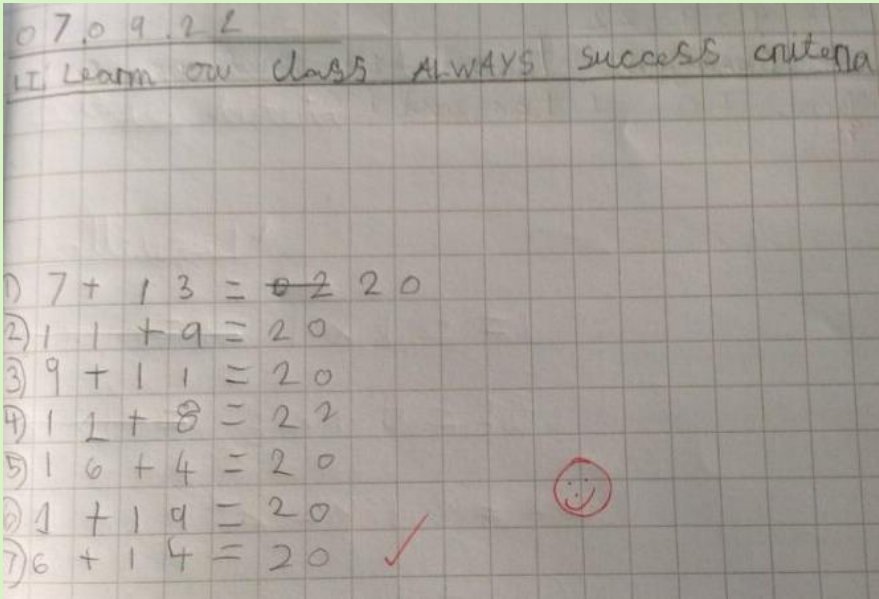
# Maths in the Autumn Term

This term we will be looking at:

- Place value and regrouping
- Counting on and back in ones, tens and hundreds
- Estimation
- Rounding
- Mental additional and subtractions
- Fact families and applying inverse
- Written addition and subtractions
- Worded problems
- Bar charts and tables
- Angles
- 2D shape
- Perimeter

## How you can support your child

- \*Practise times tables using Times Table Rockstars
- \*Asking your child to tell the time on an analogue clock
- \*Exposing your child to money (notes and coins)
- \*Reading scales with your child while cooking



Visit the school website for more detail about the curriculum for the rest of the academic year.

[Year-Three-Mathematics-Curriculum.pdf \(bowmansgreen.herts.sch.uk\)](#)

[Maths - Bowmansgreen Primary School](#)



### Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



### Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



### Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



# Reading in the Autumn Term

All the children will take part in guided reading which means your child will be heard by an adult each week.

Reading in class is an exploration of challenging texts led either with an adult or with an independent activity.

At the end of the year children will be expected to read fiction, non-fiction and poetry and answer questions about what they have read.

How you can support your child  
Hear your child read 5 times a week  
Ask your child questions related to the text they have read

### Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



### Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



### Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



# Example Reading Questions

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?



# Supporting your child's learning: reading

- We have set an expectation for the children to be reading at home at least 5 times a week, for 15 minutes. This needs to be signed off in their reading records by an adult. We would appreciate a comment about your child's reading. These could be linked with the characters / events / plot of the story.

Date	Book Name and Page Number	Comments
24/09	Princess and the frog Page 17	Was able to read the Page Fluently. Struggled with 'ewe' sound. Practised this afterwards.

- We have included some examples of questions you could use when reading with your child on the next slide.
- Where possible please try and read with your child, including reading to them to model good expression and intonation.

The greatest encouragement for your child is to see you - their most influential role model - reading.

# Writing in the Autumn Term

## Year 3

### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives†
- write in a range of non-narrative forms
- use the range of punctuation taught up to and including Y2 mostly correctly^
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words\*
- use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly
- form capital letters and lower case letters correctly.

## Year 3

### Working at the expected standard

The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative†
- use speech punctuation correctly when following modelled writing
- use some conjunctions ( e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,\* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words\*
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.<sup>2</sup>

## Year 3

### Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- use detail and vocabulary to interest and engage the reader
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

# Writing in the Autumn Term

We have high expectations for your children's writing.

They need to 'ALWAYS' use:

- Capital letters and full stops
- Finger spaces
- Commas in lists
- Conjunctions
- Correct tense
- Editing work to make sure it makes sense
- Joined handwriting
- Phonics and best bet spelling strategies

[Bowmansgreen-English-Overview-Year-Three.pdf](#)

## How you can support your child

Practise common exception words

Practise year 3 and year 4 statutory words

Handwriting

Spelling home learning

Monday 10<sup>th</sup> October 2022  
L1: Write my fable.

### The cat and the mouse

Once upon a time, there lived a mouse named Rose. Rose was really unhappy because when she looked around her land it was empty. It was empty because ~~the~~ the evil cat named Milo. Milo was a horrid cat because he kept on stealing Roses food. One sunny morning, Rose remembered that her good friend ~~he~~ lived in a forest nearby so that Rose ~~stands~~ started her journey towards bear.

Once Rose Before long, Rose finally reached bears habitat. "Bear are you home?" questioned Rose. "Yes I am home!" Good! replied Rose. ~~What~~ What do you want? Bear asked. "It's Milo! He's been stealing all of my food. Then let's get revenge on him!" Okay! Then they went off to trap the cat! "Oh my gosh!" exclaimed Bear. "We need to teach him a lesson!" replied Bear. "Oh okay!" answered Rose. Then they went to teach Milo a lesson.

Meanwhile, Milo felt bored. He hadn't ~~p~~ stole any food in a long ~~time~~ time but suddenly he heard someone calling his name. Milo! Oh Milo! called Rose. Then Milo slowly approached the voice. Little did Milo know it was a trap! When Milo finally made it to the voice he was trapped!

# Word of the week

Every week we will have a new word that we will look at in depth.

It is important that the discussions of these words continue at home, to support your child's developing vocabulary.

## **Things you could ask:**

What does it mean?

What is the etymology of the word?

Do you know any synonyms or antonyms?

Can you use it in a sentence?

How does the word change when you add a prefix or a suffix?

Every Word of the Week will be  
posted on the school app!

# Curriculum – Autumn Term



**Science** – ‘Animals and their Skeletons’ and ‘Rocks’

**Geography** – Rivers

**Spanish** – Basic greetings, days of the week and months of the year, colours and numbers to 10, animals and musical instruments

**Music** – Taught by specialist music teacher (alternating half termly)

**Art** - Ancient Egyptian scrolls

**Design and technology** - Constructing a castle

**PSHE** – ‘Being Me in My World’ and ‘Celebrating Difference’

**RE** – What does it mean to belong to a faith community?

What is prayer and why do some people pray?

Curriculum overviews can be found on our website:

[Bowmansgreen Primary School - London Colney, St Albans](#)

# Pitch and Expectations

- We have high expectations of every child, whether that be academic or behaviour.
- We will be pitching our teaching to incorporate the year group expectations, whilst taking into account that every child is working at their own pace towards achieving that expectation. We are also very aware of the disruption the children have had to their learning in previous years.
- Across the curriculum, we will sometimes be using three/ four challenges by which children can select the appropriate task. Alternatively, there may be one tasks and scaffolds to ensure all pupils can access the learning.

- Maths:

<https://bowmansgreen.herts.sch.uk/wp-content/uploads/2021/01/Maths-Everywhere-Y3-complete-set-Herts-for-Learning.pdf>





# Home Learning

- Home Learning will be given out on a Thursday and is expected to be returned the following Tuesday.
- This will include:
  - English/Theme grids
  - Maths
  - Spellings

The children have had a practice home learning session (WAGOLL) in school. This was to show them our expectations of home learning.

If your child is finding home learning difficult, please let us know. We are happy to go back through it if need be! Homework should be their own work.

- We intend to test spellings on a Tuesday. It is really important your child is learning their weekly spellings.

# Spelling Home Learning



Spelling Home Learning - Year 3

Date set: 19.09.19

Date to be tested: 25.09.19

Challenge 1	Challenge 2	Challenge 3
key	hockey	chimney
money	dopey	baloney
honey	abbey	phoney
turkey	alley	journey
donkey	goey	galley

*only if wrong in first column.*

LOOK / SAY					COVER	WRITE	CHECK	WRITE	CHECK	REVISE later	CHECK
Copy & Say the word	Count letters	What's funny?	How to remember	Word shape							
hockey	6	ck	sock key	hockey		hockey	✓	hockey	✓		
dopey	5	dope	dwarf	dopey		dopey	✓	dopey	✓		
abbey	5	double b	St Albans	abbey		abbey	•	abbey	✓		

Don't forget to still write a sentence for each word.  
Encourage your child to use different openers and powerful vocabulary.

# Supporting your child's learning: Maths

- Key terms:
- Regrouping (you may know this as partitioning)
- Fluency (the confident use of skills, not focused specifically on pace)
- Integers (whole numbers)
- Discrete data (counted e.g. number of children in a class, you cannot have half a child)
- Continuous data (measured e.g. heights of children in a class)

Strategies we will be using may include: cherry diagrams, formal written methods, number lines and mental fluency strategies.

It is essential that children are practising counting and times tables at home as these will support your child in every area of maths. Times Tables Rockstars will continue to be used to support children in practising their times tables regularly.

# My Maths and TTRS

- [MyMaths - Bringing maths alive - Home](#)
- Log-ins for both have been stuck on the inside cover of your child's Home Learning maths book
- My Maths – 6 tasks have been allocated each half term per child



# Logging in

Each half term we will set 6 tasks for the children to complete. These tasks are not compulsory.

MyMaths is a helpful resource which can support your children's mathematical learning.

## Bowmansgreen Portal

Log in: bowmansgreen

Password: square123

## Pupil Portal

You can find this in the top bar.

You are also prompted to do this when you first log in and when you begin an online homework task.

# Useful websites to support your child's learning

- **BBC Bitesize KS2** (Maths, English, Science)
- **Woodlands Maths** <http://www.primaryhomeworkhelp.co.uk/maths/>
- **Primary Homework Help** <http://www.primaryhomeworkhelp.co.uk/>
- **Ducksters** (Science, Geography and History) <https://www.ducksters.com/>
- **Times tables** <https://www.timestables.co.uk/>
- **Top Marks** (times tables) <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables> - Hit the Button!
- **Maths Chase** (times tables focus but more options too) - <https://www.mathschase.com/>
- **Spanish** [www.languageangels.com](http://www.languageangels.com) Pupil games area. Username and password is bowmansgreen



# Important Dates

- 3<sup>th</sup> and 5<sup>th</sup> October – Family Consultations
- 19<sup>th</sup> October, 14<sup>th</sup> December, 15<sup>th</sup> February, 21<sup>st</sup> March – Curriculum Evenings – 3-4pm and 6-7pm
- 20<sup>th</sup> October - INSET day
- 18<sup>th</sup> December – Year 3 carol concert
- 25<sup>th</sup> April – Celtic Harmony trip

The school calendar (found on the website and the app) will update you with more key dates throughout the year.